

Volusia County Schools

Palm Terrace Elementary School



2018-19 Schoolwide Improvement Plan

Palm Terrace Elementary School

1825 DUNN AVE, Daytona Beach, FL 32114

<http://myvolusiaschools.org/school/palmtreece/pages/default.aspx>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	D	D	C*

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	28

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Palm Terrace Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mission Statement of Palm Terrace Elementary:

In an environment of mutual respect and trust, the students, staff, parents, and community of Palm Terrace Elementary School will actively share the responsibility of ensuring success for all children.

b. Provide the school's vision statement.

Vision Statement of Palm Terrace Elementary: It is our belief that not only every child can learn, but that every child WILL learn.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Palm Terrace Elementary (PTE) attendance records show a student population of 700 students. PTE serves students in Pre-Kindergarten through Fifth grade. Programs offered include those for General Education, Gifted, Mild and Moderate Varying Exceptionalities and Emotional and Behavioral Disabled (EBD) students. Of the 700 students that we have here at PTE, ninety-six percent (96%) of them receive free or reduced lunch. This percentage is used to determine our Title I funding. Our minority rate is (74%). The above mentioned factors indicate a high risk population which creates a unique set of challenges for our students and faculty.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Palm Terrace has a total of 68 faculty and staff members dedicated to meeting the needs of all students. Among these staff members are 41 instructional positions, a Principal, two Assistant Principals, and a Teacher on Assignment (TOA). Palm Terrace follows all district, state, and federal NCLB guidelines for hiring teachers and paraprofessionals. (*)

The Guidance Counselor implements conducts in-class presentations that focus on Anti-Bullying, Self-Esteem, and Social Responsibility. The staff of Palm Terrace Elementary also includes a Teacher on Assignment for Restorative Practices. This TOA works with students to de-escalate behavior and allow for a smooth transition back to class.

Additionally, in order to set a positive tone for each day morning announcements include a recitation of a school wide affirmation. Teachers are then able to incorporate the message of the affirmation through out the day.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school-based Positive Behavior Intervention Support team routinely reviews school behavioral data. Faculty and staff teach and review classroom and school-wide policies and procedures throughout the school year. The instructional staff will participate in training to improve classroom instruction which will improve student engagement. The Positive Behavior Intervention Support team is inclusive of administration, teachers, and the guidance counselor. The administrative team periodically reviews Discipline Protocol in faculty meetings to ensure school-wide consistency.

Instructional time is a priority and is protected by the principal which is evident by the school master schedule and infrastructure regarding student and parent accountability for absences and tardies. Non-essential announcements and student misconduct will be handled immediately and with minimal interruption to instruction.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Palm Terrace Elementary ensures that our teachers are trained and able to meet the needs of students that are socio-emotionally in need. This training is achieved through faculty meeting discussions and reflections and the attendance to relevant conferences. Palm Terrace also houses the district Child Find office, a school psychologist, a Halifax Behavioral clinician, and an ALPHA specialist. The ALPHA program is designed to serve our intermediate students and their parents to decrease negative behaviors, absences, tardies and any other challenges that our students may face.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Palm Terrace Elementary reviews Early Warning System data monthly through the PBIS team and as part of the SIP mid year review. Indicators included in the EWS report monitor the following:

- *2 or more discipline referrals
- *1 or more suspensions
- * Prior year retentions
- * Exceptional Student Education Category of Service
- * English Language Learner Category of Service
- * Prior year ELA achievement level 1
- * Prior year Math achievement level 1
- * Course failure in ELA and/or Math in any grading period

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	5	10	11	19	13	0	0	0	0	0	0	0	58
One or more suspensions	0	5	10	13	16	15	0	0	0	0	0	0	0	59
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	16	27	25	0	0	0	0	0	0	0	68
Prior Year Retentions	0	2	2	16	10	6	0	0	0	0	0	0	0	36
ESE Category of Service	0	1	3	7	7	9	0	0	0	0	0	0	0	27
ELL Category of Service	0	0	1	0	1	0	0	0	0	0	0	0	0	2
2 of more discipline referrals	0	5	10	13	17	17	0	0	0	0	0	0	0	62
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	5	10	18	23	20	0	0	0	0	0	0	0	76

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Palm Terrace Elementary has many structures in place for the 2018-19 school year to improve academic achievement as well as address the social emotional needs of all students, with an intentional focus on the students identified by the EWS.

Academically the needs are addressed by targeted intervention in both ELA and Math. Structures are also in place within the ELA and Math instructional blocks to include small group standards based instruction. Teachers work with Instructional Coaches and District support in order to provide strong instruction aligned to the shifts and specific to students academic needs.

Additionally a school based Teacher on Assignment for Restorative Practices is in place to provide students with self regulation support as well as assisting teachers with behavior management and classroom community building. District based Teacher on Assignment for Social Emotional Learning also provides classroom support to identified teachers in order to minimize behavior challenges and maximize academic engagement to increase student achievement and lessen the effect of these EWS indicators.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/664164>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Palm Terrace Elementary's Principal is proactive in setting meetings with community members in order to share the needs of the students and teachers. Local business have receptive and willing to assist with monetary commitments in order to provide tutoring to identified students. Business have also donated school supplies in order to bridge the gap of access that may exist for the majority of students. Additionally, business partners have provided monetary donations to the Principal's Discretionary Fund that will allow for recognition and incentives for teachers and students. In order to maintain these relationships, the Principal demonstrates an open door policy to allow for business partners to see the effects of their commitments to the students and staff of Palm Terrace Elementary.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Harris, Tucker	Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The School-based Leadership Team identifies school based resources (both materials and personnel) to support both the instructional and behavioral efforts of the school. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used identify and provide assistance to students who are in need/crisis. The Problem Solving process ensures that individual, class, and school-wide issues are addressed systematically with direction for the data. Interventions (supports) are specific and targeted.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School Leadership Team works to determine, through the use of standardized and school-based data how to best focus school resources to improve the academic performance of all students. The SLT also attends and monitors grade level PLC's. In grade level discussions, class supports

(technology), students supports are identified (tutoring) to improve academic performance. The School Improvement Plan identifies specific concerns and steps designed to address those concerns. The SIP's Goals are based on prior year performance on the state assessment and any other significant contributing factors (Social-emotional).

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Palm Terrace Elementary include the following:

- Two Academic Coaches (ELA and Math) to assist instructional staff.
- Four Intervention Teachers to address student academic weaknesses.
- Family Center to assist parents and strengthen our Parent Involvement Program.
- Technology (Apps/programs) to support our academic programs.
- Computer Lab to provide access to technology.
- Targeted Tutoring for identified students.
- Supplemental materials and supplies needed to close the achievement gap.
- Supplemental funds for ongoing staff development as determined by the results of FSA.
- * School wide implementation of CHAMPS, with follow up coaching and support provided by District SEL Coach and site based SEL TOA.

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through tutoring and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the

progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with, the Title X District Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program
- Bullying Program

Nutrition Programs

Palm Terrace Elementary offers a variety of nutrition programs including:

- Free and/or Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Fresh Fruit and Vegetable Program
- Monthly Wellness Newsletter

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Job Training

Palm Terrace Elementary offers students' career awareness opportunities through Jr. Achievement programs, guest speakers from business and industry, and field trips to business and industry locations.

Public School Choice

- Supplemental Educational Services (SES) Notification (upload)
- Palm Terrace sends a letter home which informs parents about the free available tutoring programs.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tucker Harris	Principal
Antoinette Margison	Teacher
Christopher Rushing	Teacher
Richard Jarvis	Parent
Marinett Jarvis	Parent
Ayesha Benincasa	Parent
Samra West	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Palm Terrace Elementary School Advisory Council (SAC) will meet to evaluate the effectiveness of last year's School Improvement Plan followed by discussion of new goals and strategies for the upcoming school year. The SAC will make recommendations to improve of the identified strategies in the School Improvement Plan.

b. Development of this school improvement plan

The School Advisory Council will review the current School Improvement Plan and provide input on the selected Goals. The SAC will also provide input concerning the annual budget and the school Safety and Security Plan.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan will be reviewed are discussed for parent and stakeholder input at the first meeting of SAC. Updates on the school's budget spending and progress indicators relative to SIP Goals are shared monthly at SAC meetings. (*)

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The School Advisory Council (SAC) will review budget expenditures. School improvements funds are allocated based on the written request submitted by faculty and staff for projects related to implementation of Common Core standards and school improvement goals.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
------	-------

Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The school based Literacy Leadership Team identifies school-based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets monthly.

The LLT Chair provides an agenda and facilitates the meeting. LLT member responsibilities include: Attend all meetings to review data, share literacy strategies presented with their PLC, assist with development of classroom implementation strategies, and supervise and support the implementation of Florida Standards.

The School-wide Literacy Initiative's main focus is to support ELA in every classroom. As a result of state mandate there is a "plus one" hour built into the master schedule to accommodate the additional required ELA instruction.

The LLT is dedicated to providing a variety of literacy building events throughout the school year.

These would be offered both during school and after school to encourage parent involvement.

School-wide literacy events: a school wide book fairs and Young Authors to support the school-wide writing initiative. Each initiative helps to support reading and writing in every classroom.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

In order to meet the diverse needs of the students at Palm Terrace Elementary, teachers need to have opportunities for collaboration, data analysis, and planning. There are many opportunities that are provided including weekly PLC meetings, grade level guided planning, and monthly district ELA module pacing and planning. This work that includes school based Coaches, District Regional Resource Teachers, and Classroom Teachers ensures that all stakeholders are providing instruction that is developmentally appropriate, aligned to the standards, and that Palm Terrace Elementary provides an environment that is positive and equitable to each student.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Palm Terrace Elementary seeks out highly qualified candidates by participating the District Job Fair, and reaching out to local universities for Instructor recommendations. In order to retain newly hired teachers, Palm Terrace offers site based coaching, curriculum support, and technology support.

The work that the teacher and coach engage in helps to support the teacher with behavior management and instruction. Palm Terrace Elementary is working on establishing a culture of openness and clear communication so that every member of the school community is recognized for their contribution to the overall function of the school.

There are also multiple opportunities for professional learning including school based early release professional development, Ready consultant training, and foundational skills support through Collaborative Classroom. These multiple avenues for professional learning ensure that teachers are continually improving their practice to better impact student achievement.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Volusia County Schools utilizes a structured Peer Assistance and Review Teacher program that pairs all new teachers with a highly qualified mentor that works on developing as a teacher. PARS meet with the teachers they are mentoring once per week. These visits can include planning, observation, debriefing the observation, and formulating next steps. This work is further supported by the school based coaches based on the identified instructional needs of the teacher. These partnerships are designed to build capacity in each individual in order to build the collective efficacy of the faculty.

In addition to supporting teachers with academic instruction the SEL TOA is also available to coach teachers and students through components of social-emotional learning. These include, but are not limited to, CHAMPS implementation and refinement, RULER, as well as classroom community building activities. The SEL TOA also keeps "office hours" which allow for proactive classroom visits as well as one on one and small group student meetings. These efforts are meant to further meet the needs of the faculty and students of Palm Terrace Elementary.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Palm Terrace Elementary ensures that instructional materials that are utilized in the classroom by following the district directives and recommendations. District created ELA modules are used within the instructional block as well as Ready Reading, which has been adopted as a supplement by the District. Math curriculum maps are also closely followed to ensure that each student receives the mostly complete and Florida Standards aligned instruction.

Quarterly Learning Walks are scheduled with the Core Actions in ELA in mind to refine and improve instruction and ensure that the standards continue to be the focus which will increase student achievement.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Utilizing a combination of FSA and I-Ready diagnostic data small groups were formed within the ELA and Math Blocks. These small group rotations will allow students to receive targeted standards focused instruction from the classroom teacher as well as an Interventionist. The focus standard is common among all providers to ensure that students receive instruction in multiple ways. The intention of this approach is to address the varied needs of students as well as varied learning modalities.

For students that are demonstrating difficulties in the core content areas a Multi-tiered System of Supports is in place. Teachers receive training in aligning the remediation tasks to the ongoing progress monitoring tools in order to show progress of students as well as collect data points if the student should need to move to the Problem Solving Team level of support.

All stakeholders are continually analyzing student data both formal and observational in order to adapt instruction as needed.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 6,720

After School Tutoring is held two days a week for a total of 56 days. Each Tuesday and Thursday students will be tutored in small groups in areas of concern as identified by their score on the Florida State Assessment.

Strategy Rationale

Providing targeted tutoring after school in a small group setting will allow teachers to provide remediation of standards in order to drive student achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Struska, Paul, ptstrusk@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

iReady data will be used in conjunction will ongoing progress monitoring to determine the effectiveness of the tutoring program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals


The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Palm Terrace Elementary School implements CHAMPS as a school-wide, positive behavior system, then positive behaviors will increase. This increase in positive behaviors will lead to a decline in suspensions and referrals.

- G2.** If Palm Terrace Elementary implements effective instructional strategies, aligned to the standards, based on the instructional shifts, then academic achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Palm Terrace Elementary School implements CHAMPS as a school-wide, positive behavior system, then positive behaviors will increase. This increase in positive behaviors will lead to a decline in suspensions and referrals. 1a

G100579

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	25.0
2+ Behavior Referrals	20.0

Targeted Barriers to Achieving the Goal 3

- Limited time to teach social-emotional skills and coach teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- RULER Curriculum
- Restorative Practices
- PBIS
- CHAMPS - school-wide.

Plan to Monitor Progress Toward G1. 8

Discipline Data

Person Responsible

Tucker Harris

Schedule

Monthly, from 8/13/2018 to 6/4/2019

Evidence of Completion

Monthly discipline data meetings.

G2. If Palm Terrace Elementary implements effective instructional strategies, aligned to the standards, based on the instructional shifts, then academic achievement will increase. **1a**

G100580

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	50.0
FSA ELA Achievement	50.0
FSA Science Achievement	45.0

Targeted Barriers to Achieving the Goal **3**

- Limited knowledge of how to integrate the depth of standards in instruction
- Limited knowledge of effective PLCs
- Limited teacher knowledge of how to effectively use technology for student learning

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Professional Development
- Coaches
- Hattie's High Impact Strategies
- District Specialists
- Standards Focus Boards
- Curriculum Maps/ Modules
- Supportive Administrators
- Title One technology
- Personalized Learning Leader
- Funding (SAC, Title One, UniSig)

Plan to Monitor Progress Toward G2. **8**

Evaluate state assessment data

Person Responsible

Tucker Harris

Schedule

Semiannually, from 5/1/2019 to 5/1/2019

Evidence of Completion

State assessment reports; SLT planning documents for 2019-2020 SIP

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Palm Terrace Elementary School implements CHAMPS as a school-wide, positive behavior system, then positive behaviors will increase. This increase in positive behaviors will lead to a decline in suspensions and referrals. 1

G100579

G1.B2 Limited time to teach social-emotional skills and coach teachers. 2

B271348

G1.B2.S1 Provide school-wide supports for students, faculty, and staff related to social-emotional learning. 4

S287216

Strategy Rationale

Decrease discipline referrals and reduce out of school suspensions.

Action Step 1 5

Provide small group intervention for students for social-emotional learning and coping skills.

Person Responsible

Tucker Harris

Schedule

Monthly, from 8/13/2018 to 6/4/2019

Evidence of Completion

Small group intervention log.

Action Step 2 5

Provide SEL Professional Learning to Faculty and Staff

Person Responsible

Tucker Harris

Schedule

Annually, from 8/13/2018 to 6/4/2019

Evidence of Completion

Attendance record

Action Step 3 5

Make parent-teacher home visits

Person Responsible

Tucker Harris

Schedule

Quarterly, from 7/30/2018 to 6/7/2019

Evidence of Completion

Parent visit logs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Walkthroughs to review social-emotional learning program implementation.

Person Responsible

Tucker Harris

Schedule

Biweekly, from 8/20/2018 to 6/4/2019

Evidence of Completion

Informal VSET walkthrough document.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Review RBRT Logs and Discipline Data

Person Responsible

Tucker Harris

Schedule

Quarterly, from 8/20/2018 to 6/4/2019

Evidence of Completion

Review RBRT Logs and Discipline Data

G2. If Palm Terrace Elementary implements effective instructional strategies, aligned to the standards, based on the instructional shifts, then academic achievement will increase. 1

G100580

G2.B1 Limited knowledge of how to integrate the depth of standards in instruction 2

B271350

G2.B1.S1 Refine systematic practices and provide professional learning to support implementation of standards-aligned instruction based on the instructional shifts. 4

S287217

Strategy Rationale

* Increase percentage of teachers effectively implementing standards-aligned instruction *
Increase student achievement * Foster collective efficacy among faculty and staff

Action Step 1 5

Provide Professional Learning for standards-aligned instruction.

Person Responsible

Tucker Harris

Schedule

Semiannually, from 8/13/2018 to 6/4/2019

Evidence of Completion

Attendance records.

Action Step 2 5

Provide Professional Learning on standards-aligned math curriculum supplement

Person Responsible

Tucker Harris

Schedule

Quarterly, from 7/30/2018 to 5/31/2019

Evidence of Completion

Invoice

Action Step 3 5

Provide Professional Learning on standards aligned reading and math intervention support

Person Responsible

Tucker Harris

Schedule

Quarterly, from 7/30/2018 to 5/31/2019

Evidence of Completion

Invoice

Action Step 4 5

Provide weekly supported planning for teachers

Person Responsible

Tucker Harris

Schedule

Quarterly, from 7/30/2018 to 5/31/2019

Evidence of Completion

Invoices

Action Step 5 5

Hire intervention teachers

Person Responsible

Tucker Harris

Schedule

On 6/7/2019

Evidence of Completion

Staffing summary

Action Step 6 5

Provide additional supports for students on standards-aligned instruction

Person Responsible

Tucker Harris

Schedule

Quarterly, from 7/30/2018 to 6/7/2019

Evidence of Completion

Invoices

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor classroom walkthrough data

Person Responsible

Tucker Harris

Schedule

Monthly, from 8/20/2018 to 5/31/2019

Evidence of Completion

Walkthrough logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Analyze local assessment data

Person Responsible

Tucker Harris

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Local assessment data; Eduphoria and iReady reports

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Palm Terrace Elementary School implements CHAMPS as a school-wide, positive behavior system, then positive behaviors will increase. This increase in positive behaviors will lead to a decline in suspensions and referrals.

G1.B2 Limited time to teach social-emotional skills and coach teachers.

G1.B2.S1 Provide school-wide supports for students, faculty, and staff related to social-emotional learning.

PD Opportunity 1

Provide SEL Professional Learning to Faculty and Staff

Facilitator

Kenya Ford, Nick Prince

Participants

Faculty and Staff

Schedule

Annually, from 8/13/2018 to 6/4/2019

G2. If Palm Terrace Elementary implements effective instructional strategies, aligned to the standards, based on the instructional shifts, then academic achievement will increase.

G2.B1 Limited knowledge of how to integrate the depth of standards in instruction

G2.B1.S1 Refine systematic practices and provide professional learning to support implementation of standards-aligned instruction based on the instructional shifts.

PD Opportunity 1

Provide Professional Learning for standards-aligned instruction.

Facilitator

Ashely Kohn, Toni Chieppa, Curriculum Consultants

Participants

Faculty and Staff

Schedule

Semiannually, from 8/13/2018 to 6/4/2019

PD Opportunity 2

Provide Professional Learning on standards-aligned math curriculum supplement

Facilitator

Consultant

Participants

Teachers

Schedule

Quarterly, from 7/30/2018 to 5/31/2019

PD Opportunity 3

Provide Professional Learning on standards aligned reading and math intervention support

Facilitator

Consultant

Participants

Teachers

Schedule

Quarterly, from 7/30/2018 to 5/31/2019

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S1.A1	Provide small group intervention for students for social-emotional learning and coping skills.				\$75,876.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6100	130-Other Certified Instructional Personnel	2451 - Palm Terrace Elementary School	UniSIG	0.75	\$42,000.00
			<i>Notes: Salary - SEL TOA</i>			
	6100	210-Retirement	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$3,469.00
			<i>Notes: SEL Retirement @ 8.26%</i>			
	6100	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$3,213.00
			<i>Notes: SEL Social Security @ 7.65%</i>			
	6100	230-Group Insurance	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$4,779.00
			<i>Notes: SEL Medical Insurance</i>			
	6100	230-Group Insurance	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$97.00
			<i>Notes: SEL Life Insurance @ .2304%</i>			
	7200	240-Workers Compensation	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$630.00
			<i>Notes: SEL Workmen's Comp @ 1.5%</i>			
	6100	310-Professional and Technical Services	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$21,688.00
			<i>Notes: Contracted Services for Behavior Specialist</i>			
2	G1.B2.S1.A2	Provide SEL Professional Learning to Faculty and Staff				\$0.00
3	G1.B2.S1.A3	Make parent-teacher home visits				\$4,068.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6150	120-Classroom Teachers	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$2,000.00
			<i>Notes: Stipends for home visits 80 visits X 1 hr X \$25</i>			
	6150	210-Retirement	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$165.00
			<i>Notes: Visits Retirement @ 8.26%</i>			
	6150	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$153.00

Volusia - 2451 - Palm Terrace Elementary School - 2018-19 SIP
Palm Terrace Elementary School

			<i>Notes: Visits Social Security @ 7.65%</i>			
	6150	330-Travel	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$1,000.00
			<i>Notes: Travel for home visits</i>			
	6150	510-Supplies	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$750.00
			<i>Notes: Materials and Supplies - literacy kits to leave during home visits</i>			
4	G2.B1.S1.A1	Provide Professional Learning for standards-aligned instruction.				\$18,734.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	310-Professional and Technical Services	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$5,400.00
			<i>Notes: Consultant for Collaborative Classroom training</i>			
	6400	510-Supplies	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$4,058.00
			<i>Notes: Materials for Collaborative Classroom training, SIPPS materials</i>			
	6400	310-Professional and Technical Services	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$5,400.00
			<i>Notes: Contracted Services - Consultant for Ready Math</i>			
	6400	120-Classroom Teachers	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$3,000.00
			<i>Notes: Stipends for training - 50 teachers X 4 hours X 15/hr</i>			
	6400	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$230.00
			<i>Notes: Stipend Social Security @ 7.65%</i>			
	6400	120-Classroom Teachers	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$600.00
			<i>Notes: Stipends for Lakeshore training 20 teachers X 2 hrs X \$15/hr</i>			
	6400	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$46.00
			<i>Notes: Stipend Social Security @ 7.65%</i>			
5	G2.B1.S1.A2	Provide Professional Learning on standards-aligned math curriculum supplement				\$18,696.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	120-Classroom Teachers	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$5,400.00
			<i>Notes: Stipends for Math curriculum training - 60 teachers X 6 hours X \$15</i>			
	6400	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$413.00
			<i>Notes: Stipend Social Security @ 7.65%</i>			

Volusia - 2451 - Palm Terrace Elementary School - 2018-19 SIP
Palm Terrace Elementary School

	6400	310-Professional and Technical Services	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$7,500.00
			<i>Notes: Contracted Services - Consultant to provide math training</i>			
	6400	510-Supplies	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$5,383.00
			<i>Notes: Materials and Supplies - Training manuals and math kits</i>			
6	G2.B1.S1.A3	Provide Professional Learning on standards aligned reading and math intervention support				\$0.00
7	G2.B1.S1.A4	Provide weekly supported planning for teachers				\$43,467.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6300	120-Classroom Teachers	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$37,500.00
			<i>Notes: Stipends for Guided Planning - 1 hr per week X 60 teachers X \$25/hr X 25 wks</i>			
	6300	210-Retirement	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$3,098.00
			<i>Notes: Stipend Retirement @ 8.26%</i>			
	6300	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$2,869.00
			<i>Notes: Stipend Social Security @ 7.65%</i>			
8	G2.B1.S1.A5	Hire intervention teachers				\$115,701.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	120-Classroom Teachers	2451 - Palm Terrace Elementary School	UniSIG	2.0	\$90,228.00
			<i>Notes: Salary - Intervention</i>			
	5100	210-Retirement	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$7,452.00
			<i>Notes: Intervention Retirement @ 8.26%</i>			
	5100	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$6,902.00
			<i>Notes: Intervention Social Security @ 7.65%</i>			
	5100	230-Group Insurance	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$9,558.00
			<i>Notes: Intervention Medical Insurance</i>			
	5100	230-Group Insurance	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$208.00
			<i>Notes: Intervention Life Insurance @ .2304%</i>			
	7200	240-Workers Compensation	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$1,353.00
			<i>Notes: Intervention Workmen's Comp @ 1.5%</i>			
9	G2.B1.S1.A6	Provide additional supports for students on standards-aligned instruction				\$21,273.00

Volusia - 2451 - Palm Terrace Elementary School - 2018-19 SIP
Palm Terrace Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5900	120-Classroom Teachers	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$16,200.00
			<i>Notes: 9 teachers X 2 hrs/wk X \$30/hr X 30 wks</i>			
	5900	210-Retirement	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$1,338.00
			<i>Notes: Tutor Retirement @ 8.26</i>			
	5900	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$1,239.00
			<i>Notes: Tutor Social Security @ 7.65%</i>			
	5100	510-Supplies	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$2,496.00
			<i>Notes: Tutoring - tutoring consumables -paper, folders, pencils, erasers</i>			
					Total:	\$317,228.75

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G2.MA1 M425502	Evaluate state assessment data	Harris, Tucker	5/1/2019	State assessment reports; SLT planning documents for 2019-2020 SIP	5/1/2019 semiannually
G2.B1.S1.MA1 M425500	Analyze local assessment data	Harris, Tucker	8/13/2018	Local assessment data; Eduphoria and iReady reports	5/31/2019 monthly
G2.B1.S1.MA1 M425501	Monitor classroom walkthrough data	Harris, Tucker	8/20/2018	Walkthrough logs	5/31/2019 monthly
G2.B1.S1.A2 A389480	Provide Professional Learning on standards-aligned math curriculum supplement	Harris, Tucker	7/30/2018	Invoice	5/31/2019 quarterly
G2.B1.S1.A3 A389481	Provide Professional Learning on standards aligned reading and math intervention support	Harris, Tucker	7/30/2018	Invoice	5/31/2019 quarterly
G2.B1.S1.A4 A389482	Provide weekly supported planning for teachers	Harris, Tucker	7/30/2018	Invoices	5/31/2019 quarterly
G1.MA1 M425499	Discipline Data	Harris, Tucker	8/13/2018	Monthly discipline data meetings.	6/4/2019 monthly
G1.B2.S1.MA1 M425497	Review RBRT Logs and Discipline Data	Harris, Tucker	8/20/2018	Review RBRT Logs and Discipline Data	6/4/2019 quarterly
G1.B2.S1.MA1 M425498	Walkthroughs to review social-emotional learning program implementation.	Harris, Tucker	8/20/2018	Informal VSET walkthrough document.	6/4/2019 biweekly
G1.B2.S1.A1 A389476	Provide small group intervention for students for social-emotional learning and coping skills.	Harris, Tucker	8/13/2018	Small group intervention log.	6/4/2019 monthly
G1.B2.S1.A2 A389477	Provide SEL Professional Learning to Faculty and Staff	Harris, Tucker	8/13/2018	Attendance record	6/4/2019 annually
G2.B1.S1.A1 A389479	Provide Professional Learning for standards-aligned instruction.	Harris, Tucker	8/13/2018	Attendance records.	6/4/2019 semiannually
G1.B2.S1.A3 A389478	Make parent-teacher home visits	Harris, Tucker	7/30/2018	Parent visit logs	6/7/2019 quarterly
G2.B1.S1.A5 A389483	Hire intervention teachers	Harris, Tucker	8/6/2018	Staffing summary	6/7/2019 one-time
G2.B1.S1.A6 A389484	Provide additional supports for students on standards-aligned instruction	Harris, Tucker	7/30/2018	Invoices	6/7/2019 quarterly